

## Section 5

**TIME:** 15 Minutes  
13 Questions

For each question in this section, select the best answer from among the given choices and fill in the corresponding oval on the answer sheet.

**DIRECTIONS:** Read the passages and answer the questions that follow. Each question will be based on the information stated or implied in the selection or its introduction, and may be based on the relationship between the passages.

Questions 1–13 are based on the following passages.

*The following passages, written at the turn of the century, present two views of child labor. Passage 1 was written by Jane Addams and the second is by T.M. Young.*

### Passage 1

- 1 The first child labor laws were enacted in England through the efforts of those members of parliament whose hearts were wrung by the condition of the little parish apprentices bound out to the early textile manufacturers of the north; and through the long years required to build up the code of child
- 5 labor legislation which England now possesses, knowledge of the conditions has always preceded effective legislation. The efforts of that small number in every community who believe in legislative control have always been reinforced by the efforts of trades-unionists rather than by the efforts of employers. Partly because the employment of workingmen in
- 10 the factories brings them in contact with the children who tend to lower wages and demoralize their trades and partly because workingmen have no money nor time to spend for alleviating philanthropy, and must perforce seize upon agitation and legal enactment as the only channel of redress which is open to them.
- 15 We may illustrate by imagining a row of people seated in a moving street-car into which darts a boy of eight, calling out the details of the last murder, in the hope of selling an evening newspaper. A comfortable looking man buys a paper from him with no sense of moral shock; he may even be a trifle complacent that he has helped along the little fellow, who
- 20 is making his way in the world. The philanthropic lady sitting next to him

may perhaps reflect that it is a pity that such a bright boy is not in school. She may make up her mind in a moment of compunction to redouble her efforts for various newsboys' schools and homes, that this poor child may have better teaching . . . Next to her sits a workingman trained in trades-union methods. He knows that the boy's natural development is arrested, and that the abnormal activity of his body and mind uses up the force which should go into growth; moreover, that this premature use of his powers has but a momentary and specious value. He is forced to those conclusions because he has seen many a man, entering the factory at eighteen and twenty, so worn out by premature work that he was "laid on the shelf" within ten or fifteen years. He knows very well that he can do nothing in the way of ameliorating the lot of this particular boy; that his only possible chance is to agitate for proper child-labor laws; to regulate, and if possible prohibit, street-vending by children, in order that the child of the poorest may have his school time secured to him, and may have at least his short chance for growth.

### Passage 2

The wages paid to the boys who clean, sweep, and carry weft to the looms are 15s a week. These boys, from twelve to fourteen years of age, are "half-timers," but in the State of Rhode Island a half-timer does not work half the day in school and the other half in the mill; he works full time in the mill for four months and full time at school for the next four months, and so on. In order to convey an absolutely faithful impression of what I saw of the Northrop loom in this mill, I ought to say that a number—perhaps a dozen—of young children were going about amongst the looms helping to keep the magazines full. When I questioned the overseer about this, he told me that these children were not employed by the mill, but came in to help their parents. . . .

The floors of this mill were kept beautifully clean by an army of small boys, who are continually sweeping and scrubbing. These youngsters are paid 2s a day, and as far as I could judge, most of them were from twelve to fourteen years of age. Upon this point, however, it was rather difficult to get exact information. One boy whom I questioned told me that he was thirteen.

"How long have you been in the mill?" I asked.

"Don't know."

"Have you been here a year?" said I.

"Yep," was the prompt response, and I felt that it was hopeless to pursue the investigation further. . . .

Between this magnificent mill and much of the work that was being done in it there was, however, a remarkable contrast. I was told, quite

candidly, that the management had found great difficulty in obtaining good "help," and from what I saw, in the spinning room especially, I should say that the difficulty had so far proved insuperable. Some of the machinery was standing idle for want of efficient labour, and some of the machinery that was running was only spoiling cotton. Children seemed to be doing three-fourths of the work, and very young children many of them were. I spoke to one boy who said that he was just ten, to another who gave his age as nine, and to a third little chap who said that he was eight, and that there were plenty of boys in the mill younger than himself—  
70 "some only five." I was glad to find no evidence in support of this startling assertion, and I hope that it was not true. Here again the mill superintendent assured me that he would rather not employ young children, but that he was forced to take them in order to get the older and more useful members of the family.

1. Management, in Passage 2, stated it was
  - (A) obliged to hire children to keep the schools open for four months.
  - (B) hiring children because the children wanted to work.
  - (C) not employing children as was evidenced by the non-operating equipment.
  - (D) disappointed in the performance of the children.
  - (E) obliged to hire children to secure the help of the rest of the family.
2. Child labor laws, according to Passage 1,
  - (A) were enacted to protect management in case of injury to children.
  - (B) were first enacted in England by members of parliament at the request of the manufacturers of the North.
  - (C) became necessary and were sought by the children themselves.
  - (D) were sought by the workers themselves because cheap child labor resulted in lower wages for adults and because the working class had to rely on legislation.
  - (E) came about because U.S. lawmakers' hearts were wrung by the condition of the children.

3. According to Passage 1,
- (A) legislation results in knowledge of conditions.
  - (B) a knowledge of conditions precedes legislation.
  - (C) workers oppose legislation because it demoralizes their values.
  - (D) the author seems to advocate less legislative control.
  - (E) legislation is not the answer to child labor problems.
4. The word "alleviating" in line 12 of Passage 1
- (A) means eliminating the philanthropy.
  - (B) is an adjective describing the philanthropy; it means the philanthropy makes things easier.
  - (C) means removing the philanthropy.
  - (D) is a term [rare] meaning to lessen the magnitude of the philanthropy.
  - (E) is a term [rare] meaning to lessen the criminality of the philanthropy.
5. To give credence to his writings, the author of Passage 2
- (A) calls on history and the laws of the past.
  - (B) reports on the results of questionnaires administered.
  - (C) gives the results of interviews and on-site visits conducted.
  - (D) reports on the three riders in the street-car.
  - (E) discusses the laws passed by parliament in the past.
6. The author of Passage 2
- (A) seems to recognize the necessity of employing children and, given the clean working conditions and the schooling provided, seems content with the situation now.
  - (B) is adamant about the removal of children from the work environment.
  - (C) does not believe children under the age of 16 are actually employed.



(D) found substantial evidence to support the statement that children under the age of five were employed.

(E) was dissatisfied with the cleaning the child laborers were doing.

7. The author of Passage 2 assumes

(A) that the children cleaning the floors were not being paid.

(B) that the children were not attending school.

(C) that the children filling the magazines were being paid.

(D) that the children filling the magazines were not being paid and that they were attending school four months a year.

(E) that the difficulties in the spinning room would soon be solved.

8. In line 32 of Passage 1, the word "ameliorating" means

(A) deteriorating.

(D) improving.

(B) overseeing.

(E) canceling.

(C) managing.

9. In line 63 of Passage 2 the word "insuperable" means

(A) insufferable, or not able to be endured.

(B) not sufficient.

(C) not able to be overcome.

(D) improbable.

(E) incomplete.

10. The illustration in Passage 1 is primarily used to show

(A) the importance of the workers in improving the plight of children.

(B) the sadness of the upper class at this situation.

(C) the upper class does much to agitate for child labor laws.

(D) that sympathy alone can achieve much to help conditions of the children.

(E) that no one is complacent with child labor.

11. The writer of Passage 2 seems to show that the work environment of child laborers
- (A) is clean and healthy.
  - (B) is filthy and unhealthful.
  - (C) does not provide for education.
  - (D) is not necessary but is used to keep children off the street.
  - (E) neglects mind and body.
12. The person(s) who seems most willing to allow child labor to exist is
- (A) the workers.
  - (B) the members of parliament
  - (C) the children themselves.
  - (D) the writer of Passage 1.
  - (E) the writer of Passage 2.
13. The attitude of the author of Passage 1 toward child labor is
- |                   |                        |
|-------------------|------------------------|
| (A) supportive.   | (D) violently opposed. |
| (B) enthusiastic. | (E) uninterested.      |
| (C) accepting.    |                        |

**STOP**

If time still remains, you may go back and check your work.  
When the time allotted is up, you may go on to the next section.